

## Analysis of School Literacy Movement at Kaiwatu State Elementary School

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### Abstract

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*This study aims to analyze the implementation of the School Literacy Movement at SD Inpres Kaiwatu Manado, identify factors and obstacles, and provide efforts to improve the effectiveness of the program. The research method used is qualitative with a descriptive approach. Data collection was conducted through in-depth interviews, observation, and documentation. The data analysis used in this study is model analysis, which begins with data reduction, data presentation, and conclusion drawing or verification. The results of this study show that the implementation of the School Literacy Movement at SD Inpres Kaiwatu has been carried out gradually and there are several challenges, such as limited infrastructure, lack of teacher training, and low parental participation. The main supporting factors are the commitment of the principal and the support of the school community. Efforts to improve include strengthening teacher capacity through continuous training, optimizing the role of the school library, and actively involving external stakeholders.*

**Keywords:** Literacy, School Literacy Movement, implementation analysis

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## INTRODUCTION

Education is the main foundation in building the character, intellectuality, and future of a nation (Hardiyanto & Sidik Iriansyah, 2024). Policies in education are the entirety of the process and results of organizing strategic steps that are outlined in the vision and mission of education, which aim to achieve educational goals within an agreed time frame (Hayati et al., 2021). In the era of the Industrial Revolution 4.0, which is characterized by transformations in all scientific fields, 21st-century learning is inspired by several skills, such as communication, collaboration, critical thinking, problem-solving, and creativity. These skills are essential for responding to the challenges faced in the Industrial Revolution 4.0 (Ayu, 2019). Education that develops critical thinking skills in students produces individuals who are skilled at careful consideration, which in turn has a positive impact on a more literate culture (Trisna Ayu Putri & Agusdianita, 2024). Critical thinking is the ability of students to learn by using principles and concepts with a focus on answering questions about how and why by applying certain principles and concepts. High-level thinking skills such as critical thinking have become a necessity that must be fulfilled in education in Indonesia, where this need has begun to spread to the elementary education level (Purnasari, et al., 2021). Critical

thinking skills refer to a person's ability to solve problems with arguments that help them analyze, evaluate, and make decisions about beliefs or actions taken (Cynthia & Sihotang, 2023).

Literacy culture is a condition in which reading, writing, and interacting with texts become an integral part of individuals' daily lives, especially in educational environments. In elementary schools, literacy culture encompasses not only technical reading and writing skills, but also critical understanding of information obtained from various sources. Building a strong literacy culture among students is very important to improve their cognitive and academic abilities (Hariyadi et al., 2025). The School Literacy Movement is a participatory effort or activity involving the school community, from students, teachers, principals, educational staff, school supervisors, school committees, parents/guardians of students, academics, publishers, mass media, the community (community leaders who can represent role models, the business world, and so on), and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture (Ummami et al., 2021).

In Indonesia, efforts to improve literacy among students have become a national agenda through the School Literacy Movement. The school literacy movement is one of the strategic efforts to improve the literacy skills of students in Indonesia. Literacy is not only related to reading and writing skills, but also involves understanding, reasoning, and applying knowledge in everyday life (Yana et al., 2024). The school literacy movement was developed based on the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the cultivation of character by encouraging students to read non-textbook books before class starts (Risal M et al., 2020). The purpose of implementing the School Literacy Movement (GLS) is to create a culture of reading literacy for students and to improve the 21st-century skills that must be possessed, namely 4C (Critical Thinking and Problem Solving, Collaboration, Communication, and Creative and Innovation). (Fauzan Muttaqin & Rizkiyah, 2022).

Analysis of school literacy movements is important because this research is expected to serve as a basis for policymakers, educators, and education practitioners to improve student literacy through the implementation of good and sustainable governance (Marta1 et al., 2023). Thus, the school literacy movement can be more effective in producing literate, critical, and creative students who are ready to face future challenges in understanding the extent of school (Purna et al., 2024). More than just program evaluation, the analysis aims to provide strategic recommendations that can be used by stakeholders at the school, education office, and local government levels to strengthen the literacy ecosystem in the basic education environment (Rushayati, 2025). By understanding the local context in depth, national policies can be more responsive to real needs in the field.

The city of Manado, as one of the educational centers in North Sulawesi, participates in the implementation of this national policy. Various schools in this city, including SD Inpres Kaiwatu, have implemented the School Literacy Movement program. Therefore, it is necessary to review in depth how School Literacy Movement is implemented at SD Inpres Kaiwatu and what are the supporting and inhibiting factors in implementing the School Literacy Movement program. It is hoped that this review can provide comprehensive recommendations

regarding the dynamics of the implementation of literacy education policies, as well as serve as material for consideration in the formulation of more inclusive, adaptive, and sustainable policies in the future.

## **RESEARCH METHOD**

This study used a qualitative method with a descriptive approach. This method was used to collect facts in depth and present them in narrative form. The research was conducted at SD Inpres Kaiwatu, Mapanget District, Manado City, involving the principal, teachers, and all students of SD Inpres Kaiwatu. Data were collected based on interviews, observations, documentation, and respondents related to the implementation of the School Literacy Movement. During the data collection process, the researcher had to check the validity of the data. Data validity can be checked using four criteria, namely credibility, transferability, dependability, and confirmability. The data analysis used in this study was model analysis (Miles, Matthew B & Huberman, 2007), which began with data reduction, data presentation, and conclusion drawing or verification (Pramesti, 2018).

## **RESULTS AND DISCUSSION**

Research on the implementation of the School Literacy Movement at SD Inpres Kaiwatu Manado revealed a number of important findings related to planning, implementation, challenges, and the impact of literacy policies at the elementary school level (Friya Ardini, 2025). SD Inpres Kaiwatu is located in an urban area with heterogeneous socioeconomic characteristics. Most parents work as laborers, small traders, or private employees with varying levels of education. This context is important in understanding the challenges of implementing the school literacy movement. On the other hand, this school has a strong commitment to improving the quality of education, especially in the development of basic literacy. The principal stated that School Literacy Movement was adopted in response to the low reading interest of students that had been evident since 2023.

Based on the results of research at SD Inpres Kaiwatu, the implementation of the literacy movement was carried out through a literacy program that included: (a) 15 minutes of reading before lessons began and (b) the development of reading corners in each classroom. The program is in line with the national School Literacy Movement guidelines, but is adapted to the availability of resources and the contextual needs of students. This can be seen from the results of interviews conducted when questions were asked about the role of teachers in implementing School Literacy Movement in the classroom, as answered by Mrs. K.S.

*“Teachers are the main implementers. We set aside 15 minutes for reading before class, manage the reading corner, and assess students' reading interests and abilities. There are also simple innovations, such as continuous reading in fourth grade and book summary writing activities in fourth grade.”*

In practice, the school literacy movement faces several challenges, such as limited reading materials and the fact that some teachers do not yet have the ability to create literacy activities that are interesting and enjoyable for students. Efforts to

overcome these challenges include providing support from teachers and teachers giving as much motivation or guidance as possible to students to carry out literacy and reading strategies together or individually, which also helps to overcome the obstacles in implementing the School Literacy Movement. The school literacy movement implemented at SD Inpres Kaiwatu has been carried out well. This is evidenced by the results of an interview with the principal, R.S.

*“We have seen a clear increase in students' interest in reading. Students now borrow books more often, discuss stories more actively, and their writing has improved. The school has even become known in the neighborhood for its literacy activities, such as the storytelling competition last semester.”*

The implementation of GLS at SD Inpres Kaiwatu demonstrates the collective commitment of the entire school community. The principal acts as a driver of cultural change through instructional leadership. Teachers, although some have not yet participated in guided literacy training, have taken the initiative to independently develop literacy-based learning methods (Darmuki & Surachmi, 2024). For example, fourth-grade teachers use the “continuous reading” method to train text comprehension, while sixth-grade teachers encourage students to summarize books. Guided independent training is one approach that can be implemented to improve teachers' skills in initial reading literacy assessment. Through this training, teachers are given the opportunity to learn independently with guidance from experts or mentors, so that they can develop teaching methods that are more effective and interesting for students. Previous research shows that this type of training can improve teachers' understanding and skills in teaching, as well as contribute to improving student learning outcomes (Yusdarwati & Kadir, 2025).

The implementation process also faced structural obstacles. The availability of reading books was still limited, with an average of only 3–5 titles per class, and not all books were appropriate for the students' ages and interests. In addition, not all teachers were able to design enjoyable and differentiated literacy activities, so that some students, especially in lower grades, tended to be passive during reading activities (Nasrullah R, 2024). Despite these challenges, the implementation of School Literacy Movement at SD Inpres Kaiwatu has had a significant positive impact. Based on observations and interviews, there has been a noticeable increase in students' interest in reading. Teachers report that students are now more active in borrowing books and show enthusiasm during reading sessions. The writing skills of students in grades IV–VI have also improved, as evidenced by the quality of their daily journals and writing assignments, which are now more structured and creative.

At the school level, a culture of literacy began to grow: literacy boards in school corridors displayed inspirational quotes and student work, while activities such as storytelling competitions and simple book fairs were held regularly every semester. Furthermore, participation in the sub-district literacy competition in 2024 showed that School Literacy Movement not only had an internal impact, but also

enhanced the school's reputation in the local education community. These findings show that the success of implementing the school literacy movement is not only determined by the design at the central level, but also depends heavily on the capacity for adaptation at the local level. SD Inpres Kaiwatu proves that schools with limited resources can still carry out the school literacy movement in a meaningful way through visionary leadership, teacher creativity, and community involvement.

However, the sustainability of the school literacy movement requires systemic support. Without increased book allocations, ongoing teacher training, and active parental involvement, literacy initiatives risk stagnating or even regressing. Therefore, collaboration between schools, education agencies, and external stakeholders is key to strengthening the literacy ecosystem in elementary schools (Wardani Indah K, 2024). Overall, the analysis of the school literacy movement at SD Inpres Kaiwatu confirms that the national school literacy movement must be balanced with a contextual, participatory, and sustainable approach in order to truly achieve the goal of improving literacy for all Indonesian children.

## **CONCLUSION**

The implementation of the School Literacy Movement at SD Inpres Kaiwatu demonstrates the strong commitment of the school community to fostering a culture of literacy despite limited resources. By adapting national policies to the local context, the school has successfully integrated reading and writing activities into the daily learning routine, such as 15-minute reading sessions before lessons, the development of reading corners, and creative literacy activities. The role of the principal as the main driver, the initiative of teachers, and the limited participation of parents have been the main factors supporting the initial success of this program.

However, challenges such as limited book collections, teachers' capacity to design innovative literacy activities, and low parental involvement at home remain obstacles that need to be overcome. Nevertheless, the positive impact of GLS has been seen in increased reading interest, improved writing skills among students, and the growth of a more literate school environment.

These findings confirm that the success of education policy does not only depend on ideal design at the central level, but is largely determined by the ability of schools to adapt, manage resources, and involve all stakeholders synergistically. To ensure the sustainability and expansion of GLS's impact, systemic support from local governments, increased teacher capacity, and strengthened partnerships with communities and external institutions are needed. With an inclusive and sustainable approach, the School Literacy Movement at SD Inpres Kaiwatu has the potential to become a model of good literacy practices in urban elementary schools with limited resources.

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