



Implementation of the school literacy movement at SDN Margorejo III Surabaya

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Abstract

The School Literacy Movement (Gerakan Literasi Sekolah, GLS) is a national initiative to improve students' literacy skills in Indonesia. Especially at SDN Margorejo III Surabaya, it is important to analyze the implementation of the GLS post-Covid-19 to understand the effectiveness and challenges faced. This study aims to fill the knowledge gap regarding the impact of the GLS implementation in post-pandemic primary schools. This study used descriptive qualitative methodology by collecting data through documentation, observation, and interviews. The results showed that the implementation of the GLS in SDN Margorejo III Surabaya went well in all stages, namely, the habituation, development, and learning stages. However, some of the obstacles faced include students who still cannot read, lack of reading fluency and material comprehension, and inconsistency in the implementation of the GLS. According to the perceptions of principals and teachers, the GLS was very effective with an increase in Computer-Based National Assessment (Asesmen Nasional Berbasis Komputer, ANBK) scores, increased student critical thinking, ability to choose appropriate reading materials, and responsiveness to questions. The recommendation is to improve the implementation of the GLS by involving the community regularly and forming a School Literacy Team that actively collaborates with community elements to organize literacy activities. This study provides important implications for education policy and the implementation of literacy programs in the future.

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Introduction

Literacy is a very important skill in human life. Much of the educational process relies on awareness and literacy skills (Sudrajat, 2023). The literacy culture that is embedded in students greatly influences the success of their lives, both life at school and life in society. Students' competence in learning something will increase through literacy. Students who have high literacy skills will not face serious learning problems. However, on the contrary, students with low literacy skills will experience learning difficulties in all subjects. So, it is clear that literacy is very important for students' lives because it is the basis for the development of various other fields (Reddy et al., 2023).

Literacy is the ability to use language and images to write, read, listen, speak, and think critically. In practice, literacy is more focused on reading and writing activities, although it can also develop into the ability to listen, speak, present, view, calculate and convey ideas. Literacy also means being able to understand what is being said, read, heard, and able to think critically in solving existing problems (Sulistiyarini, 2022). Often experienced difficulties are not being able to read and not understanding what they are reading.

In fact, such highlights the importance of students' literacy skills in every individual's life and points out some important aspects of the problem of improving literacy levels in Indonesia. Such also points out that literacy is essential for education and other forms of success. Students with strong literacy skills are more competent in their learning environment. Conversely, students with low levels of literacy struggle in almost all subjects, which can negatively affect their academic progress and even their future prospects (Mokhtari, 2023).

The introduction also states that students' literacy levels, like Indonesia's culture, are relatively low, such as a study showing students with poor reading culture. For example, the Ministry of Human Development, which coordinates the Ministry of Education and Culture, conducted a national survey within the three-dimensional integration of education, which showed a very disturbing illustration of Indonesia's literacy situation worldwide and expressed enthusiasm for integration into an effective literacy program such as The School Literacy Movement (Gerakan Literasi Sekolah, GLS) to instill a reading culture in students and improve students' literacy (Marmoah & Suharno, 2022).

In fact, literacy culture in Indonesia is still relatively low at present. The reading habits and interest in reading

of the Indonesian people remain lacking, especially among primary school students with a low interest in reading (Darmawan et al., 2024). According to the results of the Programme for International Student Assessment survey published by the Organisation for Economic Co-operation and Development in 2019, Indonesia ranks 62nd out of 70 countries in terms of literacy level or has a low literacy rate in the bottom 10 countries. Apart from that, according to the United Nations Educational, Scientific and Cultural Organization, Indonesian people's reading interest is very worrying, at just 0.001 percent; it can be said that only 1 in 1000 people in Indonesia is an avid reader. According to Li et al. (2017), based on test scores conducted by the Progress in International Reading Literacy Study (PIRLS) in 2011 to measure the results of reading literary texts and informational texts, almost all items could not be answered perfectly by 4th grade elementary school students.

Based on the problems above, the government needs a special strategy to improve students' literacy skills, especially reading skills, by integrating school programs with activities in the family and community (Safrizal & Yulia, 2022). One policy that can overcome students' low interest in reading is the GLS program. This program was launched through the Minister of Education and Culture Regulation Number 23 of 2015. The Permendikbud explains that one way to develop a person's character is through reading for 15 minutes before activities, a person is invited to develop an interest in reading so that his insight and knowledge are wider. The GLS is a social movement with collaborative support from various elements. The GLS is an effort made to become a lifelong learner and create a literate school environment. Efforts made to realize this are in the form of familiarizing students to love reading. Reading books containing local wisdom stories, moral values, and so on, can be delivered according to the level of students (Mujib et al., 2023).

The implementation of the GLS policy at various levels of education has been the focus of many studies. One of the studies by Wandasari et al. (2019) evaluated the GLS policy based on the Minister of Education and Culture Regulation No 23 of 2015 in Penukal Abab Lematang Ilir (PALI) State Senior High School.

This study used a descriptive qualitative approach with data collection methods through interviews and observations. The results showed that the GLS policy needs to be continued in the PALI state high schools with support from various elements such as social communication, human resources, school managerial ability, bureaucratic structure, and discipline in intensifying the literacy movement through various reading activities.

Another study by Ningsih and Sudjati (2023), examined the implementation of the GLS program at Al Mujahidin Muhammadiyah Middle School in Yogyakarta. This study used a qualitative method and aimed to analyze the implementation of the GLS program designed by the Ministry of Education and Culture due to the low reading interest of Indonesian students based on several international surveys. The results show that the school literacy program does not only focus on reading and writing, but also covers various other academic areas such as numeracy, science, digitalization, finance, culture and citizenship. The structured and systematic implementation of the program has a positive impact on literacy achievement for all members of the school, including students, teachers and staff (Ekayani & Suwedawati, 2023).

Effendi et al. (2019) examined the development of math worksheets using the context of futsal to support the GLS. This study used a research design method with a development study type consisting of three main stages: introduction, prototyping, and assessment. The research subjects were 7th grade students in one of the junior high schools in Karawang. The results showed that the products produced were thirteen reading texts for the GLS that were valid and practical in mathematics learning, which had a potential positive effect on student learning outcomes in the mathematics learning process.

Pantiwati et al. (2023) explored the effects of a project-based literacy learning model integrated with strengthening character education (Li-Pro-GP) on students' metacognitive skills, critical thinking, and expression of opinions. This study used a post-test experimental design with research participants of seventh grade students at SMP Negeri 23 Malang. The results showed that the Li-Pro-GP learning model significantly strengthened students' metacognitive skills, critical thinking ability, and opinion formation. Instrument validity was measured using SmartPLS with results showing high reliability.

Research by Shinta et al. (2023) at SMA Alfa Centauri examined the instructional design of literacy classes at the school. This study used a descriptive qualitative method with the ADDIE instructional design model and data collection techniques through interviews. The results showed that Alfa Centauri High School was able to implement literacy activities well through three stages: reading and creative writing activities. The implementation of this program is effective in increasing students' interest in reading, which can be seen from the development of the program, product results, and achievements in the implemented program.

These studies show that the implementation of the GLS has various approaches and results vary depending on the context and strategies used. Overall, the GLS policy requires support from various school and community elements as well as structured and systematic implementation to achieve optimal results. This study also highlights the importance of active involvement of all school elements in supporting literacy programs to improve students' overall literacy skills (Ekayani & Suwedawati, 2023).

Despite various efforts, the implementation of the GLS in Indonesia still faces several significant challenges. Many schools are still struggling to achieve an optimal level of effectiveness in implementing literacy programs. The results showed that the 15-minute reading activity at SDN Margorejo III Surabaya, although already running well, has not been able to fully increase students' interest in reading evenly across all grade levels. This can be seen from the fact that low-grade students still have difficulty reading and high-grade students have not shown significant improvement in their literacy skills (Nugraha, 2023).

In addition, the reading corners and libraries available have not been fully utilized by all students. The support of the school environment and the involvement of educators and education personnel, although active, are still not enough to overcome the low interest in reading and literacy habits among students. Obstacles such as irregular library visit schedules and lack of support from parents in accompanying children to study at home are still the main obstacles to effective GLS implementation (Widyami et al., 2023).

The development stage of the GLS, which includes summarizing, writing poetry and storytelling activities, also faces its own challenges. Not all students can participate in these activities well, mainly due to the lack of adequate training and mentoring. Although there are initiatives such as Gendis Sewu, student participation is still limited and uneven in all schools. In addition, the learning stage, which involves responding to reading through discussions and assignments, is still not effective in improving students' understanding and literacy skills (Venketsamy & Sibanda, 2021).

This research is important and urgent because literacy is a vital foundation for the development of students' skills and knowledge, which will ultimately affect the quality of human resources in the future. Although various programs and initiatives have been implemented, such as the GLS, there are still significant obstacles in its implementation, especially in motivating students to read and improve their literacy skills. The low reading

interest and literacy skills of students at various levels of education indicate that the current strategies are not fully effective (Nugraha, 2023). The findings from this study are therefore important as they can provide more appropriate and comprehensive solutions to address literacy issues from the root. By understanding the constraints and identifying best practices, this research is expected to make a real contribution to improving literacy culture in Indonesian schools (Yudianto et al., 2024).

Therefore, this study aims to explore and analyze the effectiveness of the implementation of the GLS at SDN Margorejo III Surabaya. This research will identify the factors that support and hinder the success of the GLS, as well as evaluate the impact of this program on improving students' reading interest and literacy skills. By evaluating the stages of the GLS implementation, including habituation, development and learning, this study aims to provide comprehensive and evidence-based recommendations to improve the effectiveness of literacy programs in Indonesian schools (Pertiwi & Juansah, 2024). The research will also examine the role of the school environment, educators and the community in supporting the success of the GLS and propose innovative strategies to increase student engagement and strengthen literacy culture in schools.

Research Objectives

The study aims to explore and analyze the effectiveness of the GLS at SDN Margorejo III Surabaya. To achieve this, the research is structured around the following specific objectives (Pertiwi & Juansah, 2024):

Evaluate the implementation stages of GLS

To assess the effectiveness of the GLS implementation across its three stages habituation, development, and learning at SDN Margorejo III Surabaya.

Identify supporting and hindering factors

To identify the factors that support and hinder the success of the GLS program, including the roles of educators, school environment, and community involvement.

Assess impact on literacy skills

To evaluate the impact of the GLS program on improving students' reading interest and overall literacy skills, particularly in relation to their performance in reading activities.

Provide recommendations for improvement

To propose evidence-based recommendations aimed at enhancing the effectiveness of literacy programs in Indonesian schools, focusing on innovative strategies to increase student engagement and strengthen the literacy culture.

Literature Review

Overview of the School Literacy Movement (GLS)

Indonesia started the GLS movement as a strategic way for teachers to help students overcome underperforming. The program was introduced through the Minister of Education and Culture Regulation Number 23 of 2015, which encourages students to read for at least 15 minutes every day (Mayuni et al., 2020). The goals of the implementation of the GLS program include increasing the students' interest to read the books, improving the level of the reading skills and developing the passion of reading among people for the rest of their lives. Through reading enlightenment, the GLS aims to improve students' academic achievements as well as their growth as individuals by adopting reading culture in the school timeframe.

Successes of GLS Implementation

A number of schools have registered significant achievements in the GLS program. We take as an example Alfa Centauri High School, where some factors related to the GLS have increased the levels of student participation and literacy skills. The school employed a systematic model for literacy groups with emphasis on creative writing and reading comprehension. Therefore, the students displayed attention to books and began exploring literature of all kinds. As these literacy skills were strengthened, reading scores improved and the students developed their critical thinking skills, all demonstrating the success of the school in promoting reading through the GLS program (Fitria, 2024).

Besides, the students' and teachers' feedback showed the effectiveness of the GLS program in not only enhancing the students' literacy skills but also supplementing the learning processes with greater interaction. There was group reading and students acted as mentors to their colleagues, which in turn enhanced their learning (Yang et al., 2021). These successes exemplify the transformative potential of the GLS by turning reading into one of students' daily routinized activities.

Challenges in GLS Implementation

Even though there are successes, the implementation of the GLS program has encountered several hurdles. The first one is irregular attendance of students. Some students do the reading while others do not so large differences in the level of literacy achieved in the different grades are observed. This inconsistency can be explained by the fact that there are several readers such as passive readers who do not read due to various limitations (Aryanti et al., 2021). Inadequate training for the teachers is also a barrier that has to be addressed. Most of the teachers report feeling of preparedness to implement the GLS program which contributes to poor levels of literacy interaction in class activities. Teachers, especially in remote areas, can become confined into employing ways that they think will connect students if they are not well guided (Hobbs & Porsch, 2021). There are further complications to this problem which relate to the lack of community support. For instance, a number of concord families do not participate in persuading children read and hence the influence of the GLS outside the schools is minimal.

Role of Community and Stakeholder Involvement

The success of the GLS program relies critically on the collaborative engagement of all parties involved, namely, schools, the community and families. The groups complement each other in the provision of the literacy support. Schools can also involve parents in some literacy practices, reading times or heading to a book fair which helps to instill the value of reading at home. Moreover, literacy programs can benefit from the additional resources made possible through community participation. For instance, local libraries, businesses, and alumni can provide books, money, or time to support the literacy efforts. The GLS program aims to improve the literacy framework by establishing collaboration between schools and community organizations (Eden et al., 2024).

To conclude, although the School Literacy Movement has achieved encouraging changes in the literacy rates of students, there are still problems to be solved. The GLS program can sustain itself through enhancing community involvement and ensuring there is participation in the programs and activities fostering reading culture amongst the livelihood of students in Indonesia (Kartikasari & Nuryasana, 2022). The review of the literature both extends the boundaries of School Literacy Movement, outlining its applicability in various educational settings, and provides a diagram of its implementation. It draws attention to some central activities:

Successes of GLS

The review points out that many schools, including Alfa Centauri High School, have gradually adopted literacy activities that have included both reading and creative writing. These measures have clearly raised the students' interest towards reading as well as enhanced their literacy skills, judging by the results and achievements of the program (Yudianto et al., 2024).

Challenges faced

Though these concerns have been partially addressed, the literature also highlights major obstacles in the implementation of the GLS. For example, there are problems on the part of many schools with reading activities consistently being done and there are gaps in the literacy skill among students in different classes. Also, problems such as poor training of the teachers, the libraries being open infrequently, and absent parents' help further hinder the literacy programs' efficiency.

Need for community involvement

The review draws attention to the need for coordinated efforts between the different components of the school, the community and the family in order to provide an enabling context for literacy development (Maureen et al., 2021). It recommends that working with all partners is critical to combating obstacles relating to literacy, and the GLS assumes a greater level of success in its operation.

Generally, the review of the literature observes the need for an integrated framework in promoting literacy, appreciating both the success which has been recorded and the challenges which remain in building a sound literacy environment in Indonesian schools.

Methodology

Study Design

This research is designed as qualitative descriptive research that aims to explore a social problem or phenomenon and develop a specific understanding of the phenomenon (Hall & Liebenberg, 2024). This research focuses on answering research questions related to what, who, when, why, where and how an event or experience occurs, then studied to find something that arises during the event. This research design was chosen to obtain a comprehensive and in-depth picture of the implementation of the GLS at SDN Margorejo III Surabaya (Tomaszewski et al., 2020).

The data of this research came from documentation, interview results, and observation results related to the implementation of the GLS, implementation barriers, and effectiveness of the GLS at SDN Margorejo III Surabaya. Data sources include documentation and display of GLS implementation results, as well as research subjects interviewed, namely, the Principal of SDN Margorejo III Surabaya, teachers of SDN Margorejo III Surabaya, and students of SDN Margorejo III Surabaya (Monday, 2020).

Instruments

The instruments used include interview guides, observation sheets, and written documentation to collect relevant data and support research analysis (Sharma, 2022).

Instruments Used in the Study

In this research, a variety of instruments were employed to collect data related to the implementation of the GLS at SDN Margorejo III Surabaya. Each instrument was designed to address specific aspects of the study, ensuring a comprehensive understanding of the GLS program (Sharma, 2022). The following outlines the instruments used and the topics they covered:

Interview guides

Topics Covered: The interview guides were structured to gather qualitative data from key stakeholders, including the principal, teachers, and students. The topics included:

- Perceptions of the GLS program and its effectiveness.
- Experiences and challenges faced during the implementation of the GLS.
- Suggestions for improving literacy activities and community involvement.
- Observations on student engagement and reading habits.

Observation sheets

Topics Covered: Observation sheets were utilized to document the actual implementation of the GLS activities within the classroom and school environment. The topics included:

- Frequency and duration of reading activities (e.g., the 15-minute reading sessions).
- Student participation and engagement levels during reading and literacy activities.
- The setup and utilization of reading corners and other literacy resources.

- Interaction between educators and students during literacy sessions.

Written documentation

Topics Covered: This instrument involved collecting existing documents related to the GLS program, which provided context and background information. The topics included:

- Official school policies and guidelines regarding the GLS implementation.
- Records of literacy activities conducted, including summaries of events and student participation.
- Assessment results and evaluations related to students' literacy skills and reading comprehension.
- Feedback from previous GLS initiatives and community involvement efforts.

By employing these instruments, the researcher aimed to gather a rich and diverse set of data that would facilitate a thorough analysis of the GLS program's implementation and its impact on literacy development at SDN.

Data Collection

The data collection procedure involved several techniques, namely, documentation, observation, and interview. The documentation technique was used to collect written data related to the implementation of the GLS at SDN Margorejo III Surabaya (Mazhar, 2021). Observation was conducted to describe the object under study and obtain conclusions related to the implementation of the GLS program at the habituation, development, and learning stages (Leavy, 2020). Interviews were used to collect data on the implementation of the GLS, the obstacles faced, and the effectiveness of this program. The data collected were then analyzed using the Miles & Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing (Padgett, 2016).

Results and Discussion

The habituation phase of the GLS at SDN Margorejo III Surabaya involves several main activities, (as presented in [Table 1](#), reading for 15 minutes, the use of reading corners, the support of the school environment, and the involvement of educators and education personnel. The 15-minute reading activity is carried out every day and involves all students from low to high grades. Students are given the freedom to choose books to read for 15 minutes in their respective classrooms after the morning habituation activity (Pertiwi & Juansah, 2024).

Table 1 School literacy movement (GLS) habituation activities at SDN Margorejo III

No	Activities	Description
1	15 Minute Reading Activity	Conducted daily by all students from lower to higher grades after morning habituation. Books read include fiction and non-fiction.
2	Books Read	Lower grade students prefer to read fiction books such as stories, fairy tales, and fables, while higher grade students prefer non-fiction books.
3	Reading Corner	Each classroom has a collection of fiction and non-fiction books, and is decorated with student work such as posters and writing projects.
5	Educator Engagement	Educators and education personnel actively accompany students to read every morning for 15 minutes and help in the library.

The books read by students vary, including fiction and non-fiction books available in the library and reading corners in each class. Observations show that lower grade students prefer to read fiction books such as stories, fairy tales, and fables, while higher grade students prefer non-fiction books that are relevant to their subject matter (Oktaviani & Kulsum, 2023).

The reading corner in each class is one of the important facilities in supporting the GLS at SDN Margorejo III. Each reading corner is equipped with various collections of reading books that include fiction and non-fiction books. In addition to the reading corners, the school also decorates the classroom walls with text-rich student works, such as posters and other writing projects. The school's environmental support is not only limited to the provision of books, but also involves collaboration with the Surabaya City Library which provides a mobile library car. This facility allows students to read different types of books outside the library and classroom reading corners (Wijaya et al., 2022). The active involvement of educators and education personnel can be seen from the habit of accompanying students to read every morning for 15 minutes and helping them in the library. All of this shows a strong commitment from the school in developing a culture of literacy among students.

At the GLS development stage, the focus was on summarizing activities, poetry, and storytelling and short

story writing, as presented in Table 2. After reading the book, students were asked to make a summary using their own language. The poetry writing activity is done in groups, which aims to hone students' writing skills. The best poetry works from students will be entered in poetry competitions. The school also provides facilities for students who are talented in storytelling by providing a fairy tale stage and puppets as tools. This activity is supported by Gendis Sewu, a movement from Surabaya City Library that trains students in writing short stories and telling stories. Although not all schools participated in this movement, the selected schools showed improvement in students' skills in writing and storytelling (Maureen et al., 2021). All these efforts show the importance of the development stage in improving students' literacy skills holistically.

The implementation of the GLS learning stage involves responding to reading activities by the teacher asking questions and discussing with students and giving assignments to summarize the text that has been read, as presented in Table 3. Challenges in the implementation of the GLS at SDN Margorejo III include the lack of a regular library visit schedule and the presence of low-grade students who are not yet able to read (Anggraeni & Riady, 2024). The proposed solutions include scheduling library visits and introducing letters first before teaching reading.

Table 2 Development stages of the GLS at SDN Margorejo III Surabaya

No	Activities	Description
1	Creating a Summary	Students summarize the book they have read using their own language.
2	Writing Poetry	Poetry writing activities are done in groups and the best works are entered into poetry competitions.
3	Storytelling and Short Story Writing	Gifted storytelling students are facilitated with a fairy tale stage and puppets, as well as joining the Gendis Sewu movement to practice short story writing and storytelling skills.

Table 3 Learning stages and barriers to the implementation of the GLS at SDN Margorejo III

No	Activities	Description
1	Responding to Reading	The teacher asks questions and discusses with the students and assigns them the task of summarizing the text they have read.
2	Implementation Barriers	Lack of regular library visits, low-grade students who cannot read yet, and lack of support from parents at home.
3	Solution	Scheduling library visits, letter recognition before teaching reading, parental support in practicing reading at home and engaging literacy strategies by teachers.

In addition, support and assistance from parents is needed to train students to read at home. The use of interesting literacy strategies by teachers is expected to increase students' interest in reading. Based on the quantitative evaluation by teachers and researchers, the effectiveness of the GLS implementation in the habituation stage reached 76 percent, the development stage reached 72 percent and the learning stage reached 71 percent, all of which were in the sufficient category, as presented in Table 4 (Wen, 2024).

Table 4 Effectiveness of GLS implementation at SDN Margorejo III Surabaya

No	Implementation Stage	Effectiveness (%)	Categories
1	Habituation Stage	76	Quite
2	Development Stage	72	Quite
3	Learning Stage	71	Quite

The results of this study show that despite some obstacles, the implementation of the GLS at SDN Margorejo III Surabaya is quite effective. This is evidenced by the increase in Computer-Based National Assessment (Asesmen Nasional Berbasis Komputer, ANBK) scores, students' more critical ability, students' ability to choose appropriate reading materials, and better responses during learning, as presented in Table 5.

Recommendations to improve GLS implementation in the future include increasing community involvement, including parents, alumni and other community elements, as well as establishing and activating School Literacy Teams, as presented in Table 6, that can work together with community elements in organizing literacy activities (Ichsan & Husna, 2023). The following data describe the activities, challenges, effectiveness and recommendations related to the implementation of the GLS at SDN Margorejo III Surabaya.

The implementation of the GLS at SDN Margorejo III Surabaya shows that the 15-minute reading activity every day has been running well and involves all students, but it has not been fully able to increase interest in reading evenly at all grade levels (Nizma & Kusumawardani, 2023). According to Lasmawan and Budiarta's (2020) theory of the zone of proximal development, interaction between students and a supportive learning environment is very important in improving literacy skills. Therefore, the researcher believes that increasing the active involvement of teachers and parents in accompanying students during reading activities can have a greater positive impact. More intensive assistance can help students, especially in the lower grades, to overcome reading difficulties and increase their interest in reading.

Clarification on the Effectiveness of the School Environment and Educator Involvement

The researcher relies on multiple indicators and observations gathered during the study to evaluate the school setting and the engagement of educators and staff. Below are the main causes of this evaluation as well as the supporting evidence concerning it.

Active engagement of the teachers towards literacy nurturing activities

The researchers depicted the teachers' contribution in the implementation of School Literacy Movement in different activities such as reading sessions, organizing literacy activities and encouraging students to participate. This is a good sign of a school since it is more focused on the promotion of literacy (Prawira et al., 2023).

Resources

The presence and distribution of look-out shelves in classrooms, available libraries, and the cooperation

Table 5 Indicators of effectiveness of GLS implementation at SDN Margorejo III Surabaya

No	Indicator	Results
1	ANBK Score Improvement	Students showed an increase in ANBK scores after the implementation of GLS.
2	Students' Critical Thinking Skills	Students are more critical because they are used to reading.
3	Ability to Select Reading Materials	Students are better able to choose the right reading material and are not easily influenced by hoaxes.
4	Responsive in Learning	Students are more responsive when asked during learning.

Table 6 Recommendations to improve GLS implementation

No	Recommendation	Description
1	Community Engagement	Involve parents, alumni and other community elements regularly and periodically in literacy activities at school.
2	School Literacy Team Establishment	Establish and activate School Literacy Teams that work together with community elements to organize literacy activities.

with the Surabaya City Library in providing mobile units indicate that the designed school setting contributes to the reading culture. With the provision of a wider variety of literature, different types of reading can be introduced, which would be useful in improving students' literacy (Donovan, 2020).

Supporting best practices within school framework

The researcher made an observation of the policies that the school adopted and the practices such as the 15 minutes allocated for reading every day that was aimed at encouraging the reading culture. This is a good example of policies as adopted by the local authorities and all schools are encouraged to pursue literacy and a culture of reading (Marmoah & Suharno, 2022).

Feedback from stakeholders

The teachers and students interviewed were very positive as regards the support received from the school and the educators. The teachers affirmed themselves in the effort to boost the literacy skills of the learners, whereas the learners stated they were willing to take part in reading activities because their teachers motivated them to do so (Ventista & Brown, 2023).

Quantitative evaluation results

The measure of the GLS implementation was of a quantitative design and the results showed the habituation stage to be 76 percent, development stage to be 72 percent and learning stage 71 percent. Such percentages, classified as sufficient, indicate that the atmosphere in the school and the extra efforts of the educator assisted in the efficacy of the program, although there is room for more improvement (Smith & Hasan, 2020).

Bringing together these observations and data points (Mirhosseini, 2020), the researcher asserts of the fact that the school's environment and the active participation of educators and other personnel were effective and adequate to the implementation of the GLS program, but some issues exist which should be dealt with in order to facilitate further improvement.

In addition, the results showed that the reading corner and library at school had not been fully utilized by all students. This is in line with the findings of a previous study by Lakapu et al. (2023) who stated that the availability of reading materials that are interesting and in accordance with students' interests is very important in developing the habit of reading. The researcher suggests increasing the variety and number of books in the reading corner and library, as well as developing more interesting programs to attract students. For example, a "Reading

Buddy" program where older students can assist younger students in selecting and reading books, could be one effective solution.

The support of the school environment and the active involvement of educators and education personnel, although good enough, are still not enough to overcome the low interest in reading and literacy habits among students. McMahon et al. (2023) in their theory of the ecology of child development, emphasize the importance of interactions between the various environments that influence children's development. Therefore, researchers emphasize the need for closer cooperation between schools, families and communities in supporting literacy programs. The GLS program can be expanded by involving local communities and alumni to contribute to literacy activities, such as becoming reading mentors or donating books.

At the GLS development stage, activities such as summarizing, writing poetry and storytelling face challenges in student participation. According to Daodu et al.'s (2024) constructivist theory, effective learning occurs when students are actively involved in the learning process. Therefore, the researcher proposed increased training and mentoring for students in these activities. A more structured creative writing and storytelling training program involving literacy practitioners could help improve students' participation and literacy skills.

The learning stage, which involves responding to reading through discussions and assignments, is still not effective in improving students' understanding and literacy skills. The results show that an engaging literacy strategy is needed. According to Doolittle et al.'s (2023) active learning theory, effective learning is one that involves students actively in the process of thinking and interacting with the material. The researcher suggests implementing project-based learning methods that involve literacy activities in a more in-depth and contextualized way, such as creating literacy projects that integrate various subjects and skills. Furthermore, the results showed that although there was an increase in the effectiveness of the GLS at SDN Margorejo III, the percentage of effectiveness was still in the moderate category. This shows that there is still room for improvement in the implementation of this program. The researcher recommends periodic evaluation and adjustment of the program based on feedback from students, teachers, and parents (Chen et al., 2021). A continuous data-driven approach to monitoring progress and identifying areas for improvement will help ensure that the GLS program can achieve optimal results in improving students' literacy skills in the future.

To avoid all the gaps or problems that exist in the implementation of the GLS, several strategic steps need to be taken. First, it is important to ensure that the 15-minute reading activity really involves all students equally at all grade levels (Nizma & Kusumawardani, 2023). One effective way is to increase the active involvement of teachers and parents in accompanying students during reading activities. In addition, diversifying and increasing the number of books in reading corners and libraries should be done to attract students from different grade levels. To ensure optimal utilization of reading corners and libraries, engaging and interactive literacy programs need to be developed. The implementation of programs such as "Reading Buddy", where older students assist younger students in selecting and reading books, can increase interest in reading. In addition, schools need to schedule regular library visits and involve local communities and alumni in literacy activities to create a supportive environment (Mujib et al., 2023).

Conclusion and Recommendations

Consistent support and involvement of various elements of the community are very important in supporting the success of the GLS. We recommend increasing collaboration between schools, families and communities through literacy programs that involve all parties. Providing creative writing and storytelling training that is more structured and involves literacy practitioners can help overcome obstacles in the GLS development stage. A comprehensive training program will provide the necessary support for students to actively participate in literacy activities. To overcome the challenges in the learning stage, the application of project-based learning methods that involve literacy activities in a more in-depth and contextualized manner can be a solution. This method not only improves students' literacy skills but also motivates them to be more active and critical in the learning process. Regular evaluations and program adjustments based on feedback from students, teachers and parents will ensure that the GLS program continues to evolve and achieve the expected results. Active involvement of teachers and parents, diversification of reading materials, and increased cooperation between schools and communities are some of the solutions that can be implemented. With these steps, it is expected that the GLS program can be more effective in increasing students' interest in reading and literacy skills at all levels of education.

The implementation of the GLS at SDN Margorejo III Surabaya has demonstrated a positive impact on students' literacy skills, as evidenced by the increase in the ANBK scores and improved critical thinking abilities. The structured approach of the GLS program, which includes daily reading activities, creative writing, and storytelling, has fostered a culture of literacy within the school. However, challenges remain, such as uneven student engagement across grade levels and underutilization of reading corners and libraries. The active involvement of educators and the supportive school environment have been crucial in achieving a sufficient level of effectiveness in the program, with quantitative evaluations indicating that the habituation, development, and learning stages reached 76 percent, 72 percent, and 71 percent, respectively.

Recommendations

To enhance the effectiveness of the GLS program, several recommendations are proposed: (a) Increase Community Involvement: Acquire book donations and reading mentors from parents, alumni, and local community members to promote literacy programs that will foster a positive environment for the students; (b) Diversify Reading Materials: Widen the scope and the volume of literature found in reading corners and libraries in order to suit various interests and levels of readers so as to encourage more students to engage in reading activities; (c) Structured Library Visits: Set a fixed library visit schedule for every class lest some students should miss the chance of using the available resources in an effective manner. d) Creative Writing and Storytelling Training: Design organized creative writing and storytelling programs for students using literacy experts in order to promote participation and skill acquisition. Engaging Literacy Strategies: Adopt engaging and interactive literacy strategies, such as project-based learning, to instill greater comprehension and excitement for reading in the students. Should the GLS program tackle these recommendations, it will be in a better position to achieve its goals and enhance the literacy advancement of all SDN Margorejo III Surabaya students.

Conflict of Interest

The authors declare that there is no conflict of interest.

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