



Analysis of Literacy Movement on Reading Ability of Grade II Elementary School Students

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ABSTRACT

This study is entitled "Analysis of Literacy Movement on Reading Ability of Grade II Students at UPTD SD Negeri 1 Weru Lor". The purpose of this study was to analyze the implementation of the School Literacy Movement (GLS) and its impact on the reading ability of grade II students. The method used was a descriptive qualitative approach, with data collection through interviews, observations, and documentation. The results of the study showed that the implementation of GLS at UPTD SD Negeri 1 Weru Lor had been carried out by actively involving teachers and students. Literacy activities were carried out every day, both at the beginning and in the middle of learning, with various methods such as reading together, reading aloud, and reading silently. However, there are still challenges in improving students' reading ability, such as low reading interest and limited interesting reading materials. Supporting factors for the implementation of GLS include support from the principal, availability of books, and adequate facilities. However, there are also inhibiting factors such as lack of parental participation and minimal time allocation for reading activities. This study is expected to contribute to the development of more effective and sustainable literacy strategies in elementary schools, as well as improving students' reading ability.

Keywords: *School Literacy Movement, Reading Ability, Elementary Students*

INTRODUCTION

Literacy skills are the main key to achieving success. This ability includes four important aspects, namely; listening, speaking, reading, and writing which are interrelated and mutually supportive. Education is a system built on several components, namely; educators, students, educational goals, and educational environment Ferdiansyah & Syaflin [1]. According to Fitriani et al., [2]. The school literacy movement at the habituation stage aims to foster students' interest in reading and reading activities, improve students' communication skills, and improve critical thinking skills. To support the success of this program, schools need to provide interesting reading books, involve the role of teachers and parents, and create a conducive literacy environment, such as reading corners and creative literacy activities.

With the literacy movement, students' rights to access quality education can be realized through improving reading and understanding skills [3]. Literacy movement can be considered as input (X) that influences students' level of understanding (Y) as output. Increasing literacy activities, such as reading 15 minutes before class, providing quality reading materials, or encouraging text-based learning, directly contributes to students' ability to understand the contents of the lesson [4]. The implementation of the School Literacy Movement (GLS) at UPTD SD Negeri 1 Weru Lor faces a number of challenges that hinder the effectiveness of this program. The lack of literacy facilities, limited teacher resources, and low parental participation are the main obstacles. This condition has an

impact on the reading ability of grade 2 students which is still diverse, with the majority not yet reaching an adequate level of ability [5]. Therefore, it is important to explore the relationship between story literacy and the adaptive skills needed to address these challenges. These challenges suggest that local literacy efforts require more in-depth attention.

The low reading interest of grade 2 students at UPTD SD Negeri 1 Weru Lor is a particular concern. The lack of interesting and age-appropriate reading materials, as well as limited time allocation for reading activities at school, further exacerbates the condition. The existence of the program also confirms that reading literacy is often poorly integrated with other learning, which further widens the literacy gap [6]. Previous research, such as that conducted by Lestari,[7] , have discussed GLS implementation strategies extensively, but have not focused specifically on local contexts or grade 2 elementary school students. In contrast, Rohim & Rahmawati [8] underlines the importance of a locally-based approach but has not provided practical guidance for program implementation. This condition indicates the need for more specific research related to the application of GLS to certain student groups.

This study aims to fill the gap in literacy studies, especially by analyzing the implementation of GLS at UPTD SD Negeri 1 Weru Lor [9]. The purpose of learning outcomes is to obtain information and skills in such a way that it leads to changes in behavior and interaction abilities that are long-lasting or at least very stable as a result of interactions between humans and their environment. With a qualitative approach, this study is expected to explore the experiences of students, teachers, and parents, and identify supporting and inhibiting factors for literacy success. Theoretically, this study contributes to the development of literacy strategies that are relevant to local needs. The findings of this study can be a guide for schools and local governments in designing more effective and sustainable literacy programs.

MATERIAL AND METHODS

The location of the implementation of this study was at the UPTD SD Negeri 1 Weru Lor. In this study, initial observations were carried out directly at the location on the first day of the first week of the research schedule. The initial observations carried out by the researcher aimed to collect information about the school profile, school environment, and student activities at school. This study uses a qualitative approach with a descriptive case study research design. Qualitative research is a research method used to examine natural objects or actual objects without manipulating data in the field and data collection techniques using triangulation (a combination of observation, interviews, and documentation). The descriptive case study research design is used because it describes the process that occurs at a certain time and is associated with what is depicted in the existing phenomenon. The subjects of the study were grade 2 students in the 2024/2026 academic year who had difficulty reading.

The focus of the research in this study is on students' reading literacy skills with the aim of describing the level of students' reading literacy skills, and identifying several supporting and inhibiting factors in students' reading literacy. Where in this study the test applied is a test to assess students' reading literacy skills by using grouping based on their respective ability levels according to their ability levels. The test method is used to collect

research data which is then analyzed to obtain valid information. Meanwhile, for data validity, this study uses technical triangulation and source triangulation. In data analysis techniques, researchers apply data analysis technique steps in the form of data collection, data reduction, data presentation, and drawing conclusions

RESULTS AND DISCUSSION

This study aims to examine the effectiveness of the application of Multiple Intelligences learning strategies on improving the writing skills of grade III A SD Negeri 1 Watubelah students in Indonesian lessons with the material "Aku dan Si Merah". The application of strategies as a tool to help students understand lessons during classroom activities by [11]. This section will explain the research results obtained by researchers in the field. The results of this study are based on data from interviews, observations, and documentation. The aspects studied in this study are the process of implementing the literacy movement in grade 2 students and the impact of the school literacy movement on academic reading comprehension scores at UPTD SD Negeri 1 Weru Lor. Data analysis used in this study includes data collection, data reduction, data presentation, and drawing conclusions. The results of this study will be explained starting from the results of interviews and observations.

The results of this interview analysis relate the process of the school literacy movement and its impact on the academic value of reading comprehension skills of grade 2 students of UPTD SD Negeri 1 Weru Lor. From the results of the interviews conducted, not all answers will be included in the analysis results, but the relevant ones from the principal, grade 2 teachers, and grade 2 students will be presented. For students' literacy skills to be tested, researchers also conducted interviews to explore the level of students' literacy skills in more depth, the difficulties faced by students include difficulty in composing words, difficulty in composing letters and long words, difficulty in pronouncing letters because they rarely read, do not understand the storyline, and the habit of rarely reading at home. Through reading literacy, it is hoped that schools can support efforts to develop reading literacy skills in students and there is a great contribution from educators who can foster reading literacy activities in learning activities at school.

A person's skills or abilities are obtained from their ability to listen, speak, and read. This is because the information obtained for writing will come in and out through the process of listening, speaking, and reading [10]. Students' reading literacy skills at school greatly affect the understanding of the material obtained by students, and the literacy skills possessed by teachers also greatly affect the abilities and skills possessed by teachers at school. This discussion will link the results of research from interviews and observations conducted at the UPTD SD Negeri 1 Weru Lor, especially in class 2. The results of interviews and observations show that the literacy movement has been carried out, but has not been consistent every day. Although there are several stages of literacy that are carried out such as distributing reading books and asking students to read, not all stages of literacy that should be carried out by teachers are carried out properly. The following are the results of interviews with the principal, class 2 teachers and class 2 students regarding the Literacy Movement in class 2:

1. School Literacy Movement Process in Grade 2

a. The results of interviews with the principal showed that the literacy movement had been implemented at UPTD SD Negeri 1 Weru Lor. The principal involved all teachers to

implement the literacy movement in their respective classes. The existing facilities and infrastructure such as textbooks, non-textbooks, and literacy books greatly support this activity.

- b. From interviews with grade 2 teachers, it is known that literacy is carried out every day for approximately 15 minutes. Teachers distribute reading books to students and ask them to read, either together or in turns. After finishing reading, students are asked to retell the contents of the reading, which helps teachers assess student understanding. Where in his research discussed that students are grouped based on their level of reading literacy ability which aims to improve students in reading literacy. As teachers, it is also necessary to support the development of literacy, providing opportunities for students to build a basic understanding of literacy. So that teachers who have good basic literacy skills tend to have creative learning skills. The grouping process begins by asking each student one by one to read the paragraph section first. This is done to assess students' ability to read paragraphs. If students are able to read the story section fluently, then students will answer questions related to the story (at least one question) and students will be grouped into the story level. However, if students cannot answer questions, then students will be grouped into the paragraph level. If students are able to read the paragraph fluently or only make a maximum of three words reading errors, then students will continue to the story level. Students are considered to be at the sentence level if they misread 3 or more words but are not fluent in reading the story. If students are able to read words fluently or only misread less than 3 words, then students will be grouped into the word level. If students misread 3 or more words, then students will continue reading the letter section, and if students are unable to mention 3 or more letters, then students will be grouped into the beginner level. The grouping results based on this test are also supported by the results of direct interviews conducted with several grade II students.
- c. The results of interviews with grade 2 students showed that not all students felt that the literacy movement was carried out every day. Some students admitted that they only read when they got home from school or even did not read at all. This shows that the implementation of the literacy movement is not consistent.



Figure 1. Interview with students

2. Impact of School Literacy Movement in Grade 2

- a. The results of interviews with the principal showed that students' reading comprehension abilities varied. Not all students can understand reading well, some

- even have difficulty due to lack of motivation to learn. Therefore, the school facilitates with the provision of non-learning books and various story books, so that students have enthusiasm for the story books they like.
- b. From the interview with the 2nd grade teacher, it was revealed that although there were students who were able to understand the reading, there were still many who were not. However, students who were able to understand the reading were not necessarily able to memorize sentences or paragraphs that had been read by students, and there were still students who did not understand the letters of the reading because of the mental retardation of students who found it difficult to focus on learning. The lack of reading books and media tools such as laptops and infocus were still inhibiting factors in the implementation of the literacy movement due to the limited number of facilities provided to students.
 - c. The results of interviews with students showed that many students found it difficult to understand the contents of the text given. There were students who only read without understanding, and when asked to retell it felt unable.



Figure 2. Practice reading together

Literacy movements should be able to improve students' reading skills, enrich vocabulary, and improve understanding of subject matter. However, based on the results of the study, it is seen that not all stages of literacy have been implemented according to existing theories. For example, the stages of habituation and development of literacy have not been implemented optimally, such as the absence of small group divisions and minimal reading activities in the library. As explained [11]. Learning motivation is an effort or hard work done by someone to complete a task in order to achieve their goals. So that media is needed that can deliver learning goals [12].

Based on observations conducted at the school, researchers found that several classrooms and libraries were still in one place, so that students in the class were still unstable in the Literacy Movement in the classroom. However, especially in class 2, it is in one place with the library which makes it easier for students to be more active in reading

and quickly understand the reading through the wall posters that have been pasted. There is a bulletin board attached next to the door of class 1, which contains information about preventing bullying, and verbal and non-verbal violence.

Inhibiting factors in the implementation of the literacy movement were also found, such as limited time, minimal reading books, and inadequate learning media. This causes students to feel bored and less enthusiastic about reading. Overall, although the school literacy movement at UPTD SD Negeri 1 Weru Lor has been implemented, there are still many aspects that need to be improved in order to achieve the expected goals. Students who do not routinely participate in literacy activities tend to have difficulty in understanding reading, which has an impact on their academic grades. Therefore, further efforts are needed to improve the implementation of the literacy movement so that it can have a positive impact on students' reading comprehension abilities.

CONCLUSION

The conclusion of this study shows that the School Literacy Movement (GLS) at UPTD SD Negeri 1 Weru Lor faces various challenges that hinder the effectiveness of the program. Although there have been efforts to implement literacy activities, such as reading for 15 minutes every day and distributing reading books, the implementation has not been consistent and not all students are actively involved. The results of interviews and observations indicate that students' reading comprehension abilities vary, with many students still having difficulty understanding the contents of the reading.

Factors that hinder the implementation of literacy movements include minimal facilities and infrastructure, limited time, and lack of student motivation. Although there are some students who show good reading skills, many are not yet able to understand reading well. Therefore, more attention is needed in the development of literacy programs, including the provision of interesting and age-appropriate reading materials, as well as increasing the involvement of parents and teachers in supporting literacy activities. This study is expected to contribute to designing more effective and sustainable literacy programs to improve students' reading comprehension skills

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