

School Literacy Movement Management to Improve Indonesian Language Learning Achievement in Elementary Schools

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Abstract:

This study aims to analyze the management of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in improving Indonesian language learning achievement in elementary schools. The research employed a qualitative approach with a multisite case study design conducted at SDN Semanan 15 and SDN Pegadungan 11 Jakarta. Data were collected through in-depth interviews and document analysis involving school principals, teachers, and library staff. Data analysis was carried out using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that literacy movement management is implemented through four main stages: planning, organizing, actuating, and controlling. In the planning stage, literacy programs are designed either in a structured and routine manner or through creative and integrative approaches. In the organizing stage, collaboration among teachers, students, and parents supports the implementation of literacy activities. In the implementation stage, literacy programs are carried out through routine reading habits and creative activities such as storytelling, drama, and performance-based literacy. In the controlling stage, evaluation and follow-up actions are conducted through structured and performance-based assessments to ensure program effectiveness. The study concludes that literacy movement management contributes positively to improving students' Indonesian language learning achievement, particularly in reading comprehension, writing skills, communication ability, and self-confidence. However, its effectiveness is influenced by factors such as teacher competence, stakeholder collaboration, and resource availability. Therefore, strengthening management practices and integrating structured and creative literacy activities are essential to optimize literacy development in elementary education.

Keywords Elementary Education; Indonesian Language Learning; Learning Achievement; Literacy Movement Management; School Literacy Movement.

Introduction

Literacy is a fundamental component of elementary education because it directly influences students' ability to understand information, construct meaning, and communicate ideas in learning activities. In Indonesian language learning, literacy skills are not only related to students' ability to read fluently, but also to their capacity to comprehend texts, retell information, write ideas coherently, and express thoughts orally. Therefore, literacy development at the elementary school level becomes a strategic foundation for improving students' learning achievement, particularly in Indonesian language subjects (Mihret & Joshi, 2025; Widowati, Siswanto, & Wakid, 2023).

However, literacy remains a critical issue in Indonesian education. The PISA (2022) results show that only around 25% of Indonesian students reached Level 2 or higher in reading literacy, far below the OECD average of 74%. At this level, students are expected to identify main ideas, locate information, and reflect on the purpose and form of texts. This indicates that many students still experience difficulties in moving beyond basic reading toward deeper comprehension and interpretation. In addition, the OECD Education GPS reports that Indonesian students' average reading score in PISA 2022 was 359, while the OECD average was 476, showing a substantial gap in reading performance. These data strengthen the urgency of literacy improvement programs, especially at the elementary school level where reading habits and comprehension skills are first systematically developed.

The urgency of literacy improvement is also reflected in national education policy. The Indonesian government has developed the Rapor Pendidikan as a data-based instrument to support schools and local governments in identifying educational problems and designing quality improvement strategies. The 2025 Rapor Pendidikan was updated and validated using 2024 education data, including priority indicators such as literacy, numeracy, character, quality of learning, school safety climate, and diversity climate. In this context, literacy programs in schools should not be viewed merely as routine reading activities, but as managerial interventions that require planning, coordination, implementation, evaluation, and follow-up based on students' actual needs.

At the research sites, namely SDN Semanan 15 and SDN Pegadungan 11 Jakarta, literacy problems appear in specific and contextual forms. Preliminary findings indicate that students are generally able to participate in reading activities, but not all students are able to understand, retell, and express the content of texts effectively. At SDN Semanan 15, literacy activities are implemented through structured routines such as 15-minute reading, reading journals, storytelling, and the use of mobile library services. This approach helps build reading discipline, but it also faces challenges related to activity variation and students' ability to develop deeper comprehension. Meanwhile, SDN Pegadungan 11 applies a more creative literacy program through Selasa Literasi, Seni, dan Bakat, which integrates storytelling, drama, poetry reading, singing, and performance-based activities. Although this approach increases students' participation and confidence, some students still require continuous guidance in organizing ideas, speaking fluently, and connecting creative expression with reading comprehension.

These conditions show that the problem of literacy in the two schools is not merely a matter of students' low reading interest, but also relates to how literacy programs are managed. A structured literacy program may strengthen reading habits but can become less effective when activities are repetitive and do not sufficiently stimulate students' interpretation and expression. Conversely, creative literacy programs may increase motivation and participation, but they require strong coordination, teacher facilitation, and systematic evaluation so that creative activities remain connected to measurable literacy outcomes. Thus, the central issue is not only whether the School Literacy Movement exists in schools, but how it is planned, organized, implemented, and evaluated to improve Indonesian language learning achievement.

The School Literacy Movement (Gerakan Literasi Sekolah/GLS) was introduced as a strategic initiative to develop reading and writing culture in schools by integrating literacy practices into daily educational activities. GLS emphasizes habituation, development, and learning stages that aim to create a literate school ecosystem. Nevertheless, the effectiveness of GLS depends heavily on school management capacity. Literacy programs need clear objectives, stakeholder involvement, adequate resources, teacher guidance, and continuous assessment. Without proper management, literacy activities may become ceremonial

routines that do not significantly improve students' reading comprehension, writing skills, communication ability, or academic achievement.

From a theoretical perspective, literacy development can be explained through the construction-integration model, which views reading comprehension as a process that begins with decoding words and sentences and continues with the integration of information into meaningful understanding. This model implies that students need more than reading fluency; they need systematic guidance to connect information, infer meaning, and reflect on texts. In addition, literacy program implementation can be analyzed using George R. Terry's management functions, namely planning, organizing, actuating, and controlling. These four functions provide an analytical framework to examine how schools design literacy programs, distribute roles, implement activities, and evaluate their contribution to learning outcomes (Terry, 2019).

Previous studies have shown that school literacy programs can improve students' reading interest, comprehension, and Indonesian language learning outcomes (Malondeng, Wilade, Aqil, & Zulfuraini, 2025; Yulianti & Sukasih, 2023). However, many studies still focus primarily on the effectiveness of literacy activities, while fewer studies analyze literacy programs from a managerial perspective. In particular, limited research compares how different schools manage literacy programs with different strategies and institutional characteristics. This gap is important because literacy achievement is not only influenced by the existence of literacy activities, but also by the quality of planning, stakeholder coordination, implementation consistency, and evaluation mechanisms.

Based on this background, this study analyzes the management of the School Literacy Movement in improving Indonesian language learning achievement at SDN Semanan 15 and SDN Pegadungan 11 Jakarta. The comparison between these two schools is relevant because both implement literacy programs actively but through different approaches: SDN Semanan 15 emphasizes structured and routine literacy activities, while SDN Pegadungan 11 emphasizes creative and integrative literacy activities. Therefore, this study does not merely describe literacy practices, but analytically examines how different management patterns contribute to students' literacy development and Indonesian language learning achievement.

The novelty of this study lies in its comparative and managerial perspective. By applying the management functions of planning, organizing, actuating, and controlling, this research provides a more specific understanding of how literacy programs operate in different elementary school contexts. The findings are expected to contribute theoretically to educational management studies and practically to the development of more contextual, measurable, and sustainable literacy programs in elementary schools.

Literature Study

Literacy is a fundamental competence in elementary education because it functions as the basis for students' cognitive development, academic achievement, and lifelong learning capacity. In contemporary educational discourse, literacy is no longer understood merely as the ability to read and write, but as a complex ability to comprehend, interpret, evaluate, and communicate information in meaningful contexts. This broader concept of literacy is particularly important in Indonesian language learning because students are required not only to read texts, but also to understand content, retell information, write ideas coherently, and communicate thoughts effectively. Therefore, literacy competence becomes an essential prerequisite for improving students' learning achievement in Indonesian language subjects (Febriastuti & Lian, 2021).

The relationship between literacy and learning achievement has been widely emphasized in previous studies. Students with strong literacy skills tend to demonstrate better comprehension of learning materials, stronger writing ability, and greater confidence in oral communication. Febriastuti and Lian (2021), for

example, explain that literacy activities and reading interest influence students' learning outcomes. Similarly, Yulianti and Sukasih (2023) show that school literacy programs contribute to students' reading interest and reading comprehension skills. These findings indicate that literacy is not an isolated skill, but an academic foundation that affects students' performance across learning activities. However, these studies mainly emphasize the relationship between literacy activities and student outcomes, while the managerial processes that enable literacy programs to operate effectively are not yet discussed in depth.

The School Literacy Movement (Gerakan Literasi Sekolah/GLS) is one of the strategic programs designed to strengthen literacy culture in Indonesian schools. GLS encourages schools to integrate literacy activities into daily routines through reading habits, writing practices, text-based reflection, and other literacy-related activities. Previous research shows that GLS can increase students' reading motivation and help create a literate school environment when implemented consistently and supported by school stakeholders (Aryani & Purnomo, 2023; Wandasari, 2017). These studies demonstrate the practical value of GLS in developing reading culture. Nevertheless, the effectiveness of GLS cannot be explained only by the existence of reading activities. A literacy program may be formally implemented, but its impact depends on how the program is planned, organized, carried out, and evaluated within the school context.

From the perspective of literacy theory, the construction-integration model provides an important explanation of how students develop reading comprehension. This model views reading as a process that begins with the construction of meaning from words and sentences, followed by the integration of information into a coherent understanding of the text. This means that students need more than technical reading fluency; they also need guidance to identify main ideas, connect information, make inferences, and reflect on meaning. This theoretical perspective is relevant to GLS because literacy activities should not stop at reading habituation, but should also guide students toward deeper comprehension and expression. Thus, literacy programs need to be designed not only to make students read more often, but also to help them understand, interpret, and communicate what they read.

Constructivist learning theory also strengthens the argument that literacy development is influenced by students' active engagement with texts, peers, teachers, and learning environments. Literacy becomes more meaningful when students are involved in contextual and participatory activities, such as storytelling, discussion, drama, reflective writing, and performance-based literacy. Previous studies have shown that literacy learning is more effective when students are actively involved in meaningful activities connected to their experiences (Febriastuti & Lian, 2021). This supports the idea that literacy programs should combine structured reading routines with creative and interactive activities. However, such activities require systematic management so that creativity does not become detached from literacy objectives and learning achievement indicators.

In the context of educational management, the success of GLS is strongly influenced by the application of management functions. George R. Terry's management theory, which consists of planning, organizing, actuating, and controlling, provides a relevant framework for analyzing literacy movement management. Planning refers to how schools formulate literacy objectives, determine activities, prepare resources, and align programs with learning goals. Organizing involves the distribution of roles among principals, teachers, students, parents, and library staff. Actuating refers to the implementation of literacy activities in daily school practices. Controlling includes monitoring, evaluation, and follow-up to ensure that literacy activities contribute to student learning outcomes. Therefore, GLS should be understood not only as a pedagogical program, but also as a managerial process that requires coordination, leadership, resource management, and continuous improvement.

Previous studies support the importance of management and stakeholder collaboration in literacy program implementation. Bright et al. (2019) emphasize that effective management practices help organizations achieve goals through structured planning, coordination, and evaluation. In the school context, Sumar, Razak, and Akadji (2025) highlight that collaboration among principals, teachers, and parents contributes to the success of educational programs. These findings suggest that literacy development is not solely the responsibility of classroom teachers, but requires collective involvement from the school community. However, existing studies tend to discuss stakeholder roles in general educational programs, while the specific relationship between management functions and literacy achievement in Indonesian language learning remains underexplored.

A synthesis of previous studies shows that literacy programs, reading interest, teacher guidance, stakeholder collaboration, and school management are interrelated factors in improving students' learning achievement. Literacy programs provide activities, teacher guidance facilitates comprehension, stakeholder collaboration sustains literacy culture, and management functions ensure that the program is systematically implemented and evaluated. However, many previous studies still focus on the effects of GLS on reading interest or learning outcomes without examining how different management patterns shape the implementation and effectiveness of literacy programs. In other words, previous research has explained that GLS is beneficial, but has not sufficiently explained how GLS is managed in different school contexts and how managerial differences influence students' Indonesian language learning achievement.

Based on this gap, the present study positions itself differently from previous research. Rather than merely examining whether GLS improves students' literacy skills or reading interest, this study analyzes how literacy movement management is implemented through planning, organizing, actuating, and controlling. In addition, this study compares two elementary schools with different literacy management characteristics: SDN Semanan 15, which emphasizes structured and routine-based literacy activities, and SDN Pegadungan 11, which emphasizes creative and integrative literacy activities through Selasa Literasi, Seni, dan Bakat. This comparative perspective allows the study to identify not only similarities in GLS implementation, but also conceptually significant differences in how literacy programs are managed.

Therefore, this research contributes to the literature by integrating literacy theory, constructivist learning theory, and educational management theory in the analysis of GLS. The study also extends previous research by shifting the focus from literacy program outcomes alone to the managerial processes that produce those outcomes. Through this approach, the study provides a more comprehensive understanding of how literacy movement management can improve Indonesian language learning achievement in elementary schools.

Methods

This study employed a qualitative approach with a multisite case study design to analyze the management of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in improving Indonesian language learning achievement. A qualitative approach was chosen because it allows an in-depth exploration of literacy management processes, including planning, organizing, actuating, and controlling, within natural school settings. The multisite case study design enables comparative analysis between two elementary schools with different literacy strategies, providing a comprehensive understanding of how literacy programs are managed in diverse contexts (Creswell & Creswell, 2018; Yin, 2018).

The research was conducted at SDN Semanan 15 and SDN Pegadungan 11 Jakarta. These schools were selected purposively based on their active implementation of literacy programs and their distinct approaches to literacy movement management. SDN Semanan 15 emphasizes structured literacy routines, while SDN

Pegadungan 11 implements a more creative and integrated literacy program known as Selasa Literasi, Seni, dan Bakat. This selection allows the study to identify similarities and differences in literacy management practices across the two schools.

Participants were selected using purposive sampling based on their direct involvement in literacy program planning, implementation, and evaluation. The participants consisted of 10 informants, including 2 school principals, 6 classroom teachers, and 2 library staff members. Each school was represented by 1 principal, 3 teachers, and 1 library staff member. The principals were selected because they were responsible for school policy, program coordination, and supervision of literacy activities. Teachers were selected because they directly implemented literacy activities in classroom learning and guided students' reading, writing, and speaking practices. Library staff were included because they managed literacy resources and supported students' access to reading materials.

Data collection was conducted through triangulation of methods, including in-depth interviews and document analysis (Patton, 2014). In-depth interviews were carried out with principals, teachers, and library staff to explore their perspectives, experiences, and roles in managing literacy programs. The interviews focused on four aspects of literacy movement management: planning, organizing, actuating, and controlling. Document analysis was conducted by examining literacy program plans, school policies, activity schedules, activity reports, reading journals, and student literacy assessment results. This approach provided both descriptive and contextual insights into literacy management practices at the two research sites.

In qualitative research, the researcher serves as the primary instrument who directly collects, interprets, and analyzes data (Lincoln & Guba, 1985). To ensure systematic data collection, the researcher used supporting instruments such as interview guides and document analysis formats. These instruments were developed based on indicators of literacy management and Indonesian language learning achievement, including reading comprehension, writing skills, oral communication, student participation, and confidence in literacy activities.

Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing/verification. Data reduction was carried out by selecting, categorizing, and coding information related to literacy management practices. Data display was conducted by organizing findings into themes based on the four management functions: planning, organizing, actuating, and controlling. Conclusion drawing and verification were conducted by comparing findings across the two schools to identify similarities, differences, and patterns in literacy movement management. The analysis was carried out simultaneously with data collection, allowing the researcher to continuously refine interpretations and identify emerging themes related to literacy management and its impact on learning achievement.

To ensure the trustworthiness of the findings, this study applied the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was achieved through triangulation of data sources and techniques, as well as member checking with participants. Transferability was ensured by providing detailed descriptions of the research context, school characteristics, participant roles, and literacy program implementation. Dependability and confirmability were maintained through systematic documentation of the research process, including interview notes, document analysis records, coding results, and research reflections.

This study was conducted over a period of three months, including preparation, data collection, data analysis, and report writing. During this period, the researcher examined how literacy movement management was implemented in both schools and how the programs contributed to students' Indonesian language learning achievement.

However, this study has several methodological limitations. First, the research was conducted only in two elementary schools in Jakarta, so the findings cannot be generalized to all elementary schools with different social, cultural, and institutional contexts. Second, the study used a qualitative case study approach, which emphasizes depth of understanding rather than statistical measurement. Therefore, the findings describe patterns, processes, and meanings of literacy movement management, but do not measure the causal effect of GLS on students' learning achievement quantitatively. Third, the data relied mainly on interviews and document analysis, so the interpretation of findings may be influenced by participants' perceptions and the availability of school documents. To reduce this limitation, the study applied data triangulation, member checking, and cross-site comparison. Fourth, the study was conducted within a limited period of three months, which may not fully capture long-term changes in students' literacy development and Indonesian language achievement.

Through this methodological approach, the study aims to provide a comprehensive and contextual understanding of how literacy movement management contributes to improving Indonesian language learning achievement in elementary schools.

Results

Planning of Literacy Movement Management

Planning is the initial stage in literacy movement management that determines the direction and effectiveness of literacy programs in improving students' Indonesian language learning achievement. Based on findings at SDN Semanan 15 and SDN Pegadungan 11 Jakarta, planning is carried out at the beginning of the academic year through coordination meetings involving school principals, teachers, and educational staff. This stage includes determining program objectives, designing literacy activities, and preparing supporting facilities to ensure the sustainability of literacy programs

At SDN Semanan 15, planning is conducted in a structured and systematic manner. The school develops literacy programs that focus on strengthening students' reading, writing, and speaking skills. Activities such as 15-minute reading before lessons, reading journals, and storytelling tasks are planned as routine programs integrated into daily learning. The principal plays a central role in coordinating teachers to design literacy activities aligned with curriculum objectives.

This is supported by an interview with the principal who stated:

"At the beginning of the school year, we discuss with all teachers to determine literacy programs that can improve students' reading and writing skills."(Interview with Principal)

Teachers also emphasized that planning is essential to ensure the continuity of literacy activities:

"We prepare literacy activities such as reading journals and storytelling so that students can practice regularly."(Interview with Teacher)

Observations show that literacy planning at SDN Semanan 15 is integrated into classroom learning and supported by routine activities. Documentation indicates that the school has clear literacy program plans, including schedules, activity types, and expected outcomes.

In contrast, SDN Pegadungan 11 demonstrates a more innovative and creative planning approach. The school designs a literacy program called *Selasa Literasi, Seni, dan Bakat*, which integrates literacy activities with arts and talent development. This program is planned collaboratively by teachers and school leaders to create engaging and participatory learning experiences for students.

This is supported by an interview with the principal who explained:

“We design literacy activities that are not only about reading but also involve arts and talents so students are more interested and confident.”(Interview with Principal)

Teachers also highlighted the importance of creativity in planning literacy activities:

“Through the Literacy Tuesday program, students can express their ideas through storytelling, drama, and other activities.”(Interview with Teacher)

Observations indicate that planning at SDN Pegadungan 11 emphasizes student participation and creativity. Documentation shows that the program includes schedules for student performances, preparation stages, and collaboration with parents to support student readiness.

Table 1 Comparison of Planning in Literacy Movement Management

Aspect	SDN Semanan 15	SDN Pegadungan 11
Planning Approach	Structured and routine-based	Creative and program-based
Program Focus	Reading, writing, and speaking skills	Literacy integrated with arts and talents
Role of Principal	Strong coordination and supervision	Collaborative and innovative leadership
Learning Activities	Reading habits, journals, storytelling	Literacy Tuesday (arts, storytelling, performance)

Based on the table above, both schools have implemented planning in literacy movement management effectively, although with different approaches. SDN Semanan 15 focuses on structured and routine literacy activities, while SDN Pegadungan 11 emphasizes creative and integrative literacy programs.

These findings indicate that effective planning is essential for the success of literacy movement programs. The quality of planning, teacher collaboration, and alignment with students' needs significantly influence the effectiveness of literacy activities in improving Indonesian language learning achievement.

Organizing of Literacy Movement Management

Organizing is a crucial stage in literacy movement management that involves structuring roles, coordinating stakeholders, and managing resources to ensure the effective implementation of literacy programs. This stage determines how literacy activities are carried out collaboratively by all members of the school community, including principals, teachers, students, and parents. Based on findings at SDN Semanan 15 and SDN Pegadungan 11 Jakarta, organizing is reflected in the division of tasks, coordination mechanisms, and involvement of stakeholders in supporting literacy activities

At SDN Semanan 15, organizing is carried out systematically through clear role distribution and coordination among teachers and school staff. Teachers are responsible for implementing literacy activities in their respective classrooms, while the principal supervises and ensures that programs run according to

plan. Parents are also involved by supporting students' reading activities at home, particularly through assignments such as reading journals and home-based reading tasks.

This is supported by an interview with a teacher who stated:

"All teachers are involved in literacy activities, and we coordinate regularly to ensure the program runs well."(Interview with Teacher)

The principal also emphasized the importance of collaboration:

"We involve teachers and parents so that literacy activities are not only carried out at school but also continued at home."(Interview with Principal)

Observations show that literacy activities at SDN Semanan 15 are well-organized, with clear responsibilities assigned to teachers and consistent implementation across classes. Documentation indicates that literacy programs are supported by facilities such as reading corners and structured schedules.

In contrast, organizing at SDN Pegadungan 11 is more collaborative and participatory, involving a broader range of stakeholders. The literacy program *Selasa Literasi, Seni, dan Bakat* requires coordination between teachers, students, and parents. Teachers guide students in preparing performances, while parents support students' preparation at home. This collaborative approach creates a more dynamic and engaging learning environment.

This is supported by an interview with the principal who explained:

"The success of our literacy program depends on collaboration between teachers, students, and parents."(Interview with Principal)

A teacher also stated:

"Students prepare their performances with the help of teachers and sometimes with support from their parents at home."(Interview with Teacher)

Observations indicate that organizing at SDN Pegadungan 11 emphasizes teamwork and active participation. Students are given opportunities to take roles in literacy activities, such as performers, storytellers, or presenters. Documentation shows that program schedules and role assignments are arranged collaboratively to ensure smooth implementation.

Table 2 Comparison of Organizing in Literacy Movement Management

Aspect	SDN Semanan 15	SDN Pegadungan 11
Coordination	Structured and systematic	Collaborative and participatory
Role Distribution	Clear roles for teachers and principal	Shared roles among teachers, students, and parents
Stakeholder Involvement	Teachers and parents involved	Teachers, students, and parents actively involved
Resource Management	Supported by reading corners and schedules	Supported by collaborative preparation and activities

Based on the table above, both schools have implemented organizing functions effectively, although with different approaches. SDN Semanan 15 demonstrates structured and systematic organization, while SDN Pegadungan 11 emphasizes collaboration and participation among stakeholders.

These findings indicate that effective organizing is essential in supporting the implementation of literacy movement programs. Clear role distribution, strong coordination, and stakeholder involvement contribute significantly to the success of literacy activities. Collaborative organizing, particularly involving parents and students, enhances engagement and creates a supportive environment for developing literacy skills and improving learning achievement.

Actuating (Implementation) of Literacy Movement Management

Actuating is the stage where literacy movement programs are implemented in real school activities. This stage focuses on how planned literacy programs are executed, how students participate, and how teachers facilitate learning to improve students' Indonesian language achievement. Based on findings at SDN Semanan 15 and SDN Pegadungan 11 Jakarta, the implementation of literacy programs is carried out through routine activities, creative programs, and collaboration between school and family

At SDN Semanan 15, the implementation of literacy movement is conducted in a structured and routine manner. One of the main activities is the 15-minute reading habit before the learning process begins. Students are also required to write reading journals and retell the content of the books they have read. In addition, the school utilizes a mobile library service to provide students with access to various reading materials.

This is supported by an interview with a teacher who stated:

"Students are required to read for 15 minutes before the lesson starts, and they also write reading journals to understand what they read." (Interview with Teacher)

Observations show that students consistently participate in reading activities and gradually develop reading habits. Teachers guide students in understanding texts and encourage them to express their ideas through storytelling and writing. Documentation indicates that literacy activities at SDN Semanan 15 are conducted regularly and systematically, contributing to the improvement of students' reading and writing skills.

In contrast, SDN Pegadungan 11 implements literacy programs through a more creative and integrative approach. The program *Selasa Literasi, Seni, dan Bakat* serves as the main platform for literacy activities. In this program, students actively participate in various activities such as storytelling, poetry reading, drama, singing, and dancing. These activities not only enhance literacy skills but also develop students' confidence and creativity.

This is supported by an interview with the principal who explained:

"Students are given opportunities to express themselves through storytelling, drama, and other creative activities every week." (Interview with Principal)

A teacher also added:

"Through this program, students become more confident and active in participating in literacy activities." (Interview with Teacher)

Observations indicate that students show high enthusiasm and active participation during literacy activities. The program creates a fun and engaging learning atmosphere, where students are not only passive readers but also active participants. However, some students still face challenges in expressing ideas verbally, indicating the need for continuous guidance.

Table 3 Comparison of Implementation in Literacy Movement Management

Aspect	SDN Semanan 15	SDN Pegadungan 11
Learning Approach	Routine and structured literacy activities	Creative and integrative literacy activities
Student Participation	Consistent participation in reading and writing	High participation in creative literacy activities
Main Programs	15-minute reading, journals, storytelling, mobile library	Literacy Tuesday (arts, storytelling, performance)
Challenges	Limited variation in activities	Some students lack confidence in expression

Based on the table above, both schools have implemented literacy movement programs effectively, although with different approaches. SDN Semanan 15 emphasizes routine and structured literacy activities, while SDN Pegadungan 11 focuses on creative and participatory literacy programs.

These findings indicate that the implementation stage plays a vital role in shaping students' literacy habits and skills. Routine activities help build reading discipline, while creative programs enhance students' motivation, confidence, and engagement. Therefore, a combination of structured and innovative literacy activities is essential to maximize the effectiveness of literacy movement programs in improving students' Indonesian language learning achievement.

Controlling (Evaluation and Follow-Up) of Literacy Movement Management

Controlling is the final stage in literacy movement management that focuses on monitoring, evaluating, and improving the implementation of literacy programs to ensure that learning objectives are achieved. This stage plays a crucial role in determining the effectiveness of literacy activities in improving students' Indonesian language learning achievement. Based on findings at SDN Semanan 15 and SDN Pegadungan 11 Jakarta, controlling is carried out through periodic evaluations, monitoring of student participation, and follow-up actions to improve program quality

At SDN Semanan 15, evaluation is conducted systematically at the end of each semester and at the end of the academic year. Teachers assess students' literacy development through reading journals, storytelling performance, and written assignments. The evaluation also considers students' participation and consistency in literacy activities. The results of these evaluations are used to identify students' progress and determine necessary improvements in literacy programs.

This is supported by an interview with the principal who stated:

"We evaluate literacy activities at the end of the semester to see students' progress and improve the program for the next period."(Interview with Principal)

Teachers also emphasized the importance of continuous monitoring:

"We monitor students' reading journals and their ability to retell stories to understand their development." (Interview with Teacher)

Observations indicate that evaluation at SDN Semanan 15 is well-structured and focused on students' reading and writing abilities. Documentation shows that most students demonstrate improvement in literacy skills, particularly in reading comprehension and writing.

In contrast, evaluation at SDN Pegadungan 11 is conducted through both routine and program-based assessments. Teachers evaluate students' participation in the *Selasa Literasi, Seni, dan Bakat* program, including their performance in storytelling, drama, and other literacy-related activities. Evaluation is carried out weekly during program implementation and comprehensively at the end of the academic year.

This is supported by an interview with a teacher who explained:

"We evaluate students based on their participation and performance in literacy activities, especially during Literacy Tuesday." (Interview with Teacher)

The principal also highlighted the importance of follow-up actions:

"Evaluation helps us improve the program and encourage students to participate more actively." (Interview with Principal)

Observations show that students' confidence and creativity improve through continuous participation in literacy activities. However, some students still require guidance to enhance their literacy skills, particularly in reading comprehension and structured writing.

Table 4 Comparison of Controlling in Literacy Movement Management

Aspect	SDN Semanan 15	SDN Pegadungan 11
Evaluation Method	Structured (journals, storytelling, written tasks)	Program-based (performance, participation, creativity)
Evaluation Frequency	End of semester and academic year	Weekly and end of academic year
Focus of Evaluation	Reading and writing skills	Participation, creativity, and performance
Follow-Up Actions	Program improvement and skill reinforcement	Encouraging participation and program enhancement

Based on the table above, both schools have implemented controlling functions effectively, although with different approaches. SDN Semanan 15 emphasizes structured evaluation of literacy skills, while SDN Pegadungan 11 focuses on performance-based and participatory evaluation.

These findings indicate that controlling is essential in ensuring the sustainability and effectiveness of literacy movement programs. Continuous evaluation and follow-up actions help schools identify strengths and weaknesses, improve program quality, and support students' literacy development. A balanced approach between structured assessment and performance-based evaluation is necessary to comprehensively measure students' literacy achievement

Discussion

The findings of this study indicate that the management of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in improving students' Indonesian language learning achievement has been implemented through four main managerial functions: planning, organizing, actuating, and controlling. These findings confirm that the success of literacy programs is not only determined by the activities themselves but also by how they are systematically managed. This aligns with management theory proposed by George R. Terry, which emphasizes that effective organizational outcomes are achieved through the integration of these four functions (Terry, 2019).

In the **planning stage**, both schools have developed literacy programs based on students' needs, although with different approaches. SDN Semanan 15 emphasizes structured and routine literacy activities, while SDN Pegadungan 11 adopts a more creative and integrative approach through the *Selasa Literasi, Seni, dan Bakat* program. This finding is consistent with constructivist learning theory, which suggests that meaningful learning occurs when students are actively engaged in relevant and contextual experiences. Empirical studies support this perspective, indicating that well-planned literacy programs improve students' reading comprehension and learning outcomes (Rusniasa et al., 2021). However, differences in planning strategies highlight the importance of adapting literacy programs to school contexts and student characteristics.

In the **organizing stage**, the study reveals that stakeholder involvement plays a significant role in the effectiveness of literacy programs. SDN Semanan 15 demonstrates structured coordination among teachers and parents, while SDN Pegadungan 11 emphasizes collaborative and participatory organization involving teachers, students, and parents. This finding aligns with social constructivist theory, which emphasizes the importance of social interaction and collaboration in learning processes. Research shows that collaborative learning environments enhance student engagement and literacy development (Kurniawan & Rachman, 2023). The involvement of parents further strengthens literacy practices by extending learning beyond the classroom.

In the **implementation stage**, the findings show that literacy activities in both schools create meaningful learning experiences that support students' literacy development. Routine activities such as reading habits and journals at SDN Semanan 15 help build reading discipline, while creative activities at SDN Pegadungan 11 enhance students' motivation, confidence, and expression. This supports experiential learning theory, which emphasizes that learning becomes more effective when students are actively involved in practical and contextual activities. Empirical studies confirm that literacy programs that combine routine practice and creative expression significantly improve students' reading interest and language skills (Daryani et al., 2024; Shalihah et al., 2022). However, challenges such as limited variation in activities and differences in student confidence indicate the need for continuous innovation in program implementation.

In the **controlling stage**, the study highlights the importance of evaluation and follow-up in ensuring the effectiveness of literacy programs. Structured evaluation at SDN Semanan 15 and performance-based evaluation at SDN Pegadungan 11 demonstrate different but complementary approaches to assessing literacy development. This finding is consistent with the principles of formative assessment, which emphasize continuous monitoring and improvement of learning processes. Research indicates that systematic evaluation enables schools to identify strengths and weaknesses, improve program quality, and enhance student learning outcomes (Marinda et al., 2024). However, the variation in evaluation practices suggests the need for more consistent and comprehensive monitoring systems.

Overall, this study reinforces the idea that literacy movement management is a key factor in improving students' Indonesian language learning achievement. The integration of structured routines and creative approaches, supported by effective management functions, contributes to the development of students' literacy skills, motivation, and confidence. These findings extend previous research by demonstrating that the effectiveness of literacy programs depends not only on instructional activities but also on managerial processes. Therefore, strengthening teacher competence, enhancing stakeholder collaboration, and improving evaluation systems are essential strategies to optimize literacy movement programs in elementary schools.

Conclusions

This study concludes that the management of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in improving Indonesian language learning achievement at SDN Semanan 15 and SDN Pegadungan 11 Jakarta is implemented through four integrated managerial functions: planning, organizing, actuating, and controlling. These functions shape how literacy programs are designed, coordinated, implemented, evaluated, and improved within each school context.

The findings show that SDN Semanan 15 applies a structured and routine-based literacy management model. Its literacy program emphasizes 15-minute reading activities, reading journals, storytelling, and the use of mobile library services. This model contributes to strengthening students' reading habits, reading comprehension, writing discipline, and consistency in literacy activities. Meanwhile, SDN Pegadungan 11 applies a creative and integrative literacy management model through the Selasa Literasi, Seni, dan Bakat program. This model contributes to increasing students' participation, oral communication, creativity, confidence, and expressive language skills. These differences indicate that literacy movement management can be effective through different models as long as the program is aligned with students' needs, school resources, teacher roles, and evaluation mechanisms.

The specific scientific contribution of this study lies in its comparative-managerial analysis of GLS implementation in elementary schools. Previous studies have generally emphasized the impact of literacy programs on reading interest or learning outcomes, whereas this study demonstrates that the effectiveness of GLS is strongly influenced by the quality of its management process. By applying George R. Terry's management functions—planning, organizing, actuating, and controlling—this study shows that literacy achievement is not only the result of literacy activities, but also the result of systematic program design, stakeholder coordination, implementation consistency, and evaluation-based follow-up. Therefore, this study contributes to educational management literature by positioning GLS as a school-based management practice, not merely as a reading habituation program.

This study also contributes conceptually by identifying two literacy management patterns: structured-routine literacy management and creative-integrative literacy management. The structured-routine model is effective for building reading discipline and written literacy habits, while the creative-integrative model is effective for developing confidence, communication, and student engagement. These two models are not mutually exclusive; rather, they can complement each other. Schools can combine structured reading routines with creative literacy activities to develop more comprehensive Indonesian language learning achievement, including reading comprehension, writing ability, speaking skills, and self-confidence.

Based on the findings, several operational recommendations are proposed. First, school principals should develop a written GLS management plan at the beginning of each academic year. This plan should include literacy objectives, activity schedules, responsible persons, required resources, target indicators, and evaluation mechanisms. Second, teachers should integrate literacy activities into Indonesian language learning by using reading journals, guided reading questions, storytelling rubrics, writing assignments, and oral presentation activities. These instruments should be used regularly so that literacy development can be monitored more systematically.

Third, schools should establish a literacy team consisting of the principal, classroom teachers, library staff, and parent representatives. This team should hold periodic coordination meetings, at least once a month, to review program implementation, identify student difficulties, and determine follow-up actions. Fourth, schools should improve the variety of literacy activities by combining routine-based programs such as 15-minute reading and reading journals with creative programs such as storytelling, drama, poetry reading,

book talks, and literacy exhibitions. This combination can prevent literacy programs from becoming monotonous while still maintaining measurable learning targets.

Fifth, evaluation of GLS should be conducted using clear indicators. Schools should assess students' literacy development through reading comprehension scores, reading journal quality, writing assignments, storytelling performance, student participation, and confidence in oral communication. The results of these assessments should be documented and used as the basis for remedial activities, enrichment programs, teacher reflection, and program improvement. Sixth, parents should be involved through simple home-based literacy activities, such as reading logs, parent-child reading assignments, and monthly book-sharing activities. This involvement can strengthen continuity between literacy practices at school and at home.

For future researchers, this study recommends expanding the research sites to include schools with different geographic, social, and institutional contexts. Future studies may also use mixed-method approaches to measure more precisely the relationship between literacy movement management and students' Indonesian language learning achievement. Longitudinal research is also needed to examine how GLS management influences students' literacy development over a longer period.

Overall, this study affirms that effective literacy movement management requires more than the implementation of reading activities. It requires systematic planning, collaborative organization, meaningful implementation, and continuous evaluation. When these managerial functions are implemented consistently and adapted to school contexts, GLS can become an effective strategy for improving students' Indonesian language learning achievement in elementary education.

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